



# MUNUS PRAE JURE

**Spiritual-Moral-Social-Cultural at PRESTON MANOR**



At **PRESTON MANOR** we recognise that the spiritual, moral, social and cultural personal development of students plays a significant part in their ability to learn and achieve. We therefore aim to deliver an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures so that they can participate fully in and contribute positively to life in modern Britain. We do this along the principle of our school motto:

*'MUNUS PRAE JURE' ('duty before rights').*





All curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development and opportunities for this will be planned in each department and subject area. The values of all faiths, their principles, integrity and spirituality will be explored in the curriculum, especially in RE. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views and approaches.

Every student at **PRESTON MANOR** is encouraged to take part in the large number of clubs and extra-curricular activities held at lunchtimes and after school for students. The wide range includes sporting, creative and artistic opportunities. ***The full schedule is available to view in the 'Students' section of the website.***

School staff are expected to espouse, promote and model the highest standards of behaviour, treating all people as valuable individuals and showing respect for students and their families. Students are expected to know - or will be taught - the difference between right and wrong and will understand how their actions affect others; they are encouraged to value themselves and others equally.

Students are supported in understanding their rights and responsibilities and the need to respect the rights of others: *'MUNUS PRAE JURE'*. We believe that high expectations promote responsible behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

***We aim to ensure that:***

-  Everyone connected with the school is aware of our values.
-  There is a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
-  A child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
-  Students have a clear understanding of their role and responsibilities.

**S-M-S-C Definitions:**

**Spiritual Development**

This is concerned with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of students.

***Spiritual Development is about:***

*The non-physical aspect of a person concerned with profound thoughts, relating to all religious faiths.*

*That which moves people.*

*Feelings, experiences, emotions.*

*A sense of purpose.*

*A sense of awe, wonder and mystery.*

*Insights into a personal existence which are of enduring worth.*

*Valuing a non-material dimension to life.*

*The relationship between belief and behaviour.*

*A sense of heightened perception or awareness.*

*A sense of being part of a greater whole.*

*A search for meaning and purpose.*

*The attribution of meaning to experience.*

**Moral Development**

This is concerned with students' ability to make judgements about how they should behave and act, and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

***Moral Development is about:***

*Knowing of the codes and conventions of conduct agreed by society.*

*Having the will to behave morally as a point of principle.*

*Being able to articulate attitudes and values.*

*Recognising the moral dimension to situations.*

*Developing a set of socially acceptable values and principles and respecting British civil and criminal law.*

*Recognising that values and attitudes change over time.*

*Making judgements on issues by applying moral principles, insights and reasoning.*

*Taking responsibility for ones' own actions.*

*Understanding the consequences of actions for self and others.*

*Behaving consistently in accordance with principles.*

*Recognising the greater needs which extend beyond self-interest.*

### **Social Development**

This refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

#### ***Social Development is about:***

*The progressive acquisition of the competencies and qualities needed to play a full part in society.*

*Understanding of the institutions, structures and processes of society.*

*Understanding of how individuals relate to each other.*

*Being able to adjust to a range of social contexts by appropriate and sensitive behaviour.*

*Being able to make a personal contribution to the well-being of groups.*

*The ability to exercise responsibility and initiative.*

*Being able to participate co-operatively and productively in the community.*

*Knowing how societies function and are organised.*

*Understanding how what is learnt in the curriculum relates to life in society.*

*Being able to take on the roles of team leader and team worker.*

### **Cultural Development**

This refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

#### ***Cultural Development is about:***

*Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society.*

*Recognition of and respect for the rights of others to exercise a cultural influence.*

*Knowledge of the nature and roots of cultural traditions.*

*The key features of major cultural groups within society.*

*Personal response and accomplishment.*

*Linking what is learnt to an appreciation of wider cultural aspects of society.*




*Developing and strengthening the cultural interests of students.*

*Exposing students to a breadth of stimuli in order to allow them to develop new interests.*

*Extending horizons beyond the immediate, to the highest artistic, musical and literary achievements.*

*Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices including knowledge of Britain's democratic parliamentary system.  
Being able to evaluate the quality and worth of cultural achievements.*

**Putting *S-M-S-C* into practice...through the three levels at which the school operates:**

-  The ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish.
-  The pastoral support for students which will reflect and endorse these aims.
-  The curriculum, which sets out to identify, introduce and explore the elements of SMSC.

